

IRA will also communicate regularly with school staff with respect to student progress. We will respond promptly to requests of school staff with results of pretest, posttest and progress information. School staff should also commit to sharing as much information as possible with IRA concerning, school and/or district curriculum changes, attitudinal changes in participating students, student's classroom performance etc.. It is important that information flows both ways. Our parent & teacher communication packets make it easy for IRA to send information to parents and teachers. We expect at the least, that parents and teachers acknowledge receipt of the same by signing and returning letters.

**Instruction will be provided** by certified teachers, volunteers, college students from Wayne County Community College, University of Detroit Mercy, Marygrove College, Wayne State University and others. Our instructors have all been trained by a nationally-certified Failure Free Reading Teacher/Trainer in the use of Failure Free Reading materials and methodology. They also have a minimum of 2 years of college credits (or an associates degree) from an accredited school. Tutors must also pass our basic academic skills assessment test. We presently have off-campus work agreements with WC3, UDM and Marygrove College.

Professional development will be aligned with district's goals to incorporate Failure Free Reading to foster the academic growth of all participating students. Professional development will incorporate research-based, best practices into the curriculum everyday promoting growth in language acquisition, reading comprehension, fluency, spelling and written comprehension.

Training will occur in local teacher workshops, Michigan Reading Association Workshops, regional and national meetings conducted by Dr. Joseph Lockavitch, creator of Failure Free Reading and Richard G. Hogan, creator of Grapho (failure free) Phonics. Other staff development training activities will occur via the internet, teleconferences and interactive software. IRA also conducts monthly workshops for IRA staff, school personnel, community leaders and parents.

**Evidence of the programs effectiveness in increasing student achievement is as follows:**

#### -----Effective Research-----

##### **Overview**

Failure Free Reading uses proven and innovative strategies based on research-based practices designed to produce significant changes in: student performance, independence, self-confidence, attitude toward learning and parental involvement. The model has been successfully replicated in multiple sites across the nation in schools

possessing similar characteristics to the Detroit Public Schools. In North Carolina it is used by over 300 schools, in Georgia well over 400 schools, in South Carolina over 100 schools and hundreds of schools in Texas, Ohio and Florida. Other states where Failure Free Reading can be found include: Alabama, Tennessee, New Jersey, Mississippi, Louisiana, Pennsylvania, West Virginia, Michigan, Virginia and Kansas.

Based on over twenty years of sustained and on-going research, Failure Free Reading supports the research of Gates (1930) and Hargis (1991) concerning the instructional importance of repetition, Stanovich's (1990) work on functional parallelism, and McCormick's (1996) research stressing the need for multiple exposures within multiple contexts for at risk students. Failure Free Reading is an innovative approach specifically designed to accelerate the learning curve of America's lowest performing students.

Data supporting the efficacy of Failure Free Reading has been collected by independent evaluators at sites throughout the nation and has been published in a variety of peer-reviewed research journals such as the Journal of Learning Disabilities, The Australian Journal of Learning Disabilities, Special Services in Schools, Proven Practices, The Florida Research Quarterly, and Journal of at-risk issues. These articles support a growing body of evidence demonstrating Failure Free Reading's impact on the ability of students testing in the lowest percentiles.

In repeated studies, Failure Free Reading has demonstrated that its impact: (1.) does not wear off after treatment, (2.) transfers to standardized measuring instruments, (3.) is replicable, and (4.) significantly reduces the discrepancy found in hard-core at-risk and special education populations. For example, students enrolled in Failure Free Reading Programs have consistently averaged between 1.5 and 2.0 months growth in reading comprehension for every month in the program (as opposed to control groups showing less than .4 months growth). It is because of this body of research that Failure Free Reading has been given the designation as a *Promising Practice in Reading* by the Education Commission of the States, and referred to as "unique among other reading programs."

While initially designed for reading and language arts, empirical and qualitative data have shown considerably broader instructional implications for the Failure Free Reading methodology. Language development is also critical in the content areas. Students must become fluent in the terminology unique to each area, such as: math, science and social studies. Because of this, Failure Free Reading developed a language acceleration model that enables teachers to expand and accelerate the acquisition of critical content terminology. Students quickly learn the terms essential to reading and understanding their math, science and social studies texts. For example, in North Carolina, schools such as Seabrook Elementary in Cumberland County and Cowee Elementary in Macon County have seen substantial growth in math scores as well as reading after implementing Failure Free Reading.

Recent independent research from Ohio has also demonstrated the efficacy of Failure Free Reading's Verbal Master language and writing component. The Springfield Local School District saw an 84% reduction in students testing below the 35<sup>th</sup> percentile on Ohio's fourth grade writing assessment, and the number of students who tested above the 75<sup>th</sup> percentile increased by 173%.

**The program will be monitored for effectiveness by** IRA staff, Detroit Public Schools designated staff and Michigan Department of Education designated staff.

**The progress of students receiving supplemental educational services will be measured by** trained Failure Free Reading Tutors, Supervising IRA certified teachers, Detroit Board of Education personnel, Michigan Department of Education personnel.

**We will use the following assessment tools:** The STAR Standardized Test for Assessment of Reading, Failure Free Reading Criterion Reference tests: letter recognition, letter/sound correspondence, oral reading, silent reading, word recognition, comprehension and writing, Michigan Educational Assessment Tests and the Detroit Public School's ESAT.

**The district, parents and teachers will be notified of the student's progress (in their native language, if necessary) in the following manner:**

Daily meticulous session-by-session records are kept and will be shared with the district, parents and teachers upon request. Regular periodic progress letters and computer-generated reports will be provided and automatically sent to the district, parents and teachers. Instant Reading Achievement will put forth a special effort to solicit parental involvement.

Many parents of at-risk students were at-risk themselves. School was not a happy experience for them. Some of them failed continuously and ended up dropping out of school. Many parents of at-risk students still hold deep-seated feelings of dislike and distrust for school. So while they might, as parents, want the best for their children, they can't take the child out of themselves. They retain the resentment they associated with school when they were students. They need to be actively recruited just to come back through the schoolhouse door.

Instant Reading Achievement's parent involvement will employ an innovative two-tier approach. The first tier involves recruiting these hard to reach parents, while the second tier involves retaining them after recruitment. Instant Reading Achievement is trained on its P.A.R.E.N.T.S (Prepare, Attend, Respect, Empathize, Negotiate, Tolerate and Solicit) communication model. Staff members are shown proven communication practices that: enlist parental good will and support; foster and encourage good parent/school

relationships; set an environment conducive to communication and communicate verbally and nonverbally. Staff receives resources such as: 'A Parent Communication Checklist and 99 ways to say "Good for You" at Home. Parents will also be offered evening and weekend seminars.

**The pricing structure for providing supplemental services is:**

There is a \$30.00 testing fee paid to Instant Reading Achievement Center for administering the STAR (Standardized Test for Assessment of Reading) and Failure Free Reading's pre instructional criterion reference assessment.

There is a \$30.00 per session fee for tutorial service.

Fees are computed on a semester-by-semester basis. Students cannot enroll for one day, one week or one month, but for ½ semester (12 weeks) minimum.

For example: student enrolls for ½ semester (12 weeks) in the Fall of the year. He/She will be tutored Monday, Wednesday & Friday (3 days per week). The contract total of \$1,080.00 is computed as follows:

**12 weeks X 3 times per week X \$30.00 per session total contract = \$1,080.00**

The school and/or the district is responsible for the full contract amount. One half of the contract amount is due prior to the commencement of tutorial services, and the balance is due at the halfway point (at the end of six weeks for the 12 week contract).

Of course Instant Reading Achievement will accept a school or district purchase order for the full amount of contract payable net 30 days.

**Enclosures**

1. Newsletter
2. Detroit Public School article
3. Instant Reading Achievement Brochures
4. Education Commission of the States flier
5. Failure Free Reading Brochure
6. Grapho Phonics Brochures
7. Letters of Support